



MAINE
DEPARTMENT OF EDUCATION

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performances across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Orono Middle School
SAU: RSU 26

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2010-2011 NCLB Report Card



School: Orono Middle School
SAU: RSU 26
Grade: 06



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						71						
	2009-2010	41	41	100	68	75	68	32	37	20	12	41	0
Female	2008-2009						76						
	2009-2010	28	28	100	68	77	74	36	32	18	14		
Male	2008-2009						66						
	2009-2010	13	13	100	69	73	63	23	46	23	8		
Caucasian/White	2008-2009						71						
	2009-2010	37	37	100	73	77	69	35	38	16	11		
African American/Black	2008-2009						51						
	2009-2010	1	1	100			47						
Hispanic	2008-2009						60						
	2009-2010	1	1	100			62						
Asian or Pacific Islander	2008-2009						74						
	2009-2010	1	1	100			70						
American Indian or Native Alaskan	2008-2009						54						
	2009-2010	1	1	100			56						
Economically Disadvantaged	2008-2009						58						
	2009-2010	13	13	100	38	52	56	0	38	31	31		
Migrant	2008-2009												
	2009-2010	0	0										
Students with Disabilities	2008-2009						33						
	2009-2010	8	8	100		25	29						
Limited English Proficient	2008-2009						45						
	2009-2010	0	0				44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

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School: Orono Middle School
 SAU: RSU 26
 Grade: 07



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						78						
	2009-2010	49	49	100	92	73	69	45	47	4	4	49	0
Female	2008-2009						84						
	2009-2010	25	25	100	100	80	76	60	40	0	0		
Male	2008-2009						73						
	2009-2010	24	24	100	83	66	62	29	54	8	8		
Caucasian/White	2008-2009						79						
	2009-2010	45	45	100	91	71	69	42	49	4	4		
African American/Black	2008-2009						60						
	2009-2010	0	0				53						
Hispanic	2008-2009						69						
	2009-2010	2	2	100			60						
Asian or Pacific Islander	2008-2009						83						
	2009-2010	2	2	100			77						
American Indian or Native Alaskan	2008-2009						64						
	2009-2010	0	0				56						
Economically Disadvantaged	2008-2009						67						
	2009-2010	11	11	100	73	56	57	0	73	9	18		
Migrant	2008-2009						63						
	2009-2010	0	0										
Students with Disabilities	2008-2009						39						
	2009-2010	8	8	100		43	28						
Limited English Proficient	2008-2009						47						
	2009-2010	1	1	100			44						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School: Orono Middle School
 SAU: RSU 26
 Grade: 08



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Reading Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						71						
	2009-2010	47	47	100	96	82	68	45	51	4	0	47	0
Female	2008-2009						77						
	2009-2010	24	24	100	100	87	76	67	33	0	0		
Male	2008-2009						66						
	2009-2010	23	23	100	91	77	61	22	70	9	0		
Caucasian/White	2008-2009						72						
	2009-2010	40	40	100	98	82	69	45	53	3	0		
African American/Black	2008-2009						51						
	2009-2010	2	2	100			50						
Hispanic	2008-2009						66						
	2009-2010	1	1	100			57						
Asian or Pacific Islander	2008-2009						71						
	2009-2010	4	4	100			76						
American Indian or Native Alaskan	2008-2009						56						
	2009-2010	0	0				50						
Economically Disadvantaged	2008-2009						56						
	2009-2010	11	11	100	82	68	56	27	55	18	0		
Migrant	2008-2009						50						
	2009-2010	0	0										
Students with Disabilities	2008-2009						29						
	2009-2010	12	12	100	92	64	26	17	75	8	0		
Limited English Proficient	2008-2009						41						
	2009-2010	2	2	100			43						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Orono Middle School
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 Grade: 06



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Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
					All Students	2008-2009						54	
	2009-2010	41	41	100	83	77	63	37	46	5	12	41	0
Female	2008-2009						52						
	2009-2010	28	28	100	82	79	62	32	50	4	14		
Male	2008-2009						56						
	2009-2010	13	13	100	85	75	63	46	38	8	8		
Caucasian/White	2008-2009						55						
	2009-2010	37	37	100	84	76	64	38	46	3	14		
African American/Black	2008-2009						31						
	2009-2010	1	1	100			40						
Hispanic	2008-2009						37						
	2009-2010	1	1	100			49						
Asian or Pacific Islander	2008-2009						66						
	2009-2010	1	1	100			68						
American Indian or Native Alaskan	2008-2009						34						
	2009-2010	1	1	100			50						
Economically Disadvantaged	2008-2009						40						
	2009-2010	13	13	100	54	54	49	23	31	15	31		
Migrant	2008-2009												
	2009-2010	0	0										
Students with Disabilities	2008-2009						26						
	2009-2010	8	8	100		45	29						
Limited English Proficient	2008-2009						30						
	2009-2010	0	0				36						

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Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						57						
	2009-2010	49	49	100	82	66	60	59	22	14	4	49	0
Female	2008-2009						59						
	2009-2010	25	25	100	80	63	59	60	20	16	4		
Male	2008-2009						56						
	2009-2010	24	24	100	83	69	61	58	25	13	4		
Caucasian/White	2008-2009						58						
	2009-2010	45	45	100	82	67	61	58	24	13	4		
African American/Black	2008-2009						32						
	2009-2010	0	0				35						
Hispanic	2008-2009						47						
	2009-2010	2	2	100			42						
Asian or Pacific Islander	2008-2009						68						
	2009-2010	2	2	100			72						
American Indian or Native Alaskan	2008-2009						39						
	2009-2010	0	0				46						
Economically Disadvantaged	2008-2009						42						
	2009-2010	11	11	100	82	53	46	18	64	9	9		
Migrant	2008-2009						50						
	2009-2010	0	0										
Students with Disabilities	2008-2009						23						
	2009-2010	8	8	100		39	25						
Limited English Proficient	2008-2009						27						
	2009-2010	1	1	100			36						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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Mathematics Assessment Data													
Group	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009						52						
	2009-2010	47	47	100	87	81	60	57	30	6	6	47	0
Female	2008-2009						54						
	2009-2010	24	24	100	100	82	60	67	33	0	0		
Male	2008-2009						51						
	2009-2010	23	23	100	74	80	59	48	26	13	13		
Caucasian/White	2008-2009						53						
	2009-2010	40	40	100	90	83	60	63	28	5	5		
African American/Black	2008-2009						31						
	2009-2010	2	2	100			34						
Hispanic	2008-2009						40						
	2009-2010	1	1	100			48						
Asian or Pacific Islander	2008-2009						60						
	2009-2010	4	4	100			68						
American Indian or Native Alaskan	2008-2009						37						
	2009-2010	0	0				46						
Economically Disadvantaged	2008-2009						36						
	2009-2010	11	11	100	64	63	45	27	36	18	18		
Migrant	2008-2009						17						
	2009-2010	0	0										
Students with Disabilities	2008-2009						18						
	2009-2010	12	12	100	58	43	21	33	25	17	25		
Limited English Proficient	2008-2009						26						
	2009-2010	2	2	100			29						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

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School: Orono Middle School
SAU: RSU 26
Grade: 3-8



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Accountability Data															
Group	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 66%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 60%			Average Daily Attendance Target: 92%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	100	99 100	99 99	96	75 77	71 69	100	99 99	99 99	84	74 75	63 61	96		95
Caucasian/White	100	99 100	99 99	95	74 76	71 69	100	99 99	99 99	86	74 75	64 62			
African American/Black	*	* *	97 97	*	* *	49 50	*	* *	99 98	*	* *	36 38			
Hispanic	*	* *	97 99	*	* *	63 59	*	* *	99 100	*	* *	51 46			
Asian or Pacific Islander	*	* *	97 98	*	* *	73 76	*	* *	99 99	*	* *	67 71			
American Indian or Native Alaskan	*	* *	98 97	*	* *	64 57	*	* *	98 97	*	* *	54 47			
Economically Disadvantaged	*	99 99	99 99	*	54 55	60 56	*	99 97	99 99	*	55 52	50 47			
Students with Disabilities	*	95 100	97 98	80	33 48	36 28	*	95 96	97 98	55	45 42	35 25			
Limited English Proficient	*	* *	96 95	*	* *	48 45	*	* *	99 99	*	* *	39 35			

E=Elementary Grades 3-5 M=Middle Grades 6-8.

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2010-2011 NCLB Report Card Maine Teacher Quality Data



School: Orono Middle School
SAU: RSU 26



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	8	3	6	0	1	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/Conditional Certification as of April 30, 2010	6

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
School Aggregate	
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	7.69

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>